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Follow-up to the International Year of Human Rights Learning

Report of the Secretary-General

Summary

The present report is submitted in response to General Assembly resolution 66/173, concerning the follow-up to the International Year of Human Rights Learning, in which the Assembly requested the Secretary-General to submit to it at its sixty-eighth session a report on the implementation of the resolution.

In the present report, the Secretary-General outlines human rights education, training and learning developments and activities in follow-up to the International Year that were facilitated by the Office of the United Nations High Commissioner for Human Rights from July 2011 to June 2013, in particular in the context of the World Programme for Human Rights Education (2005-ongoing). United Nations initiatives such as the International Year, the World Programme and the United Nations Declaration on Human Rights Education and Training represent the commitment to human rights education by Governments at the international level and the consensus of the international community on the key contribution of effective human rights education, training and learning to the realization of human rights.

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I. Introduction

1. By its resolution 62/171, the General Assembly decided that the year commencing on 10 December 2008 should be proclaimed the International Year of Human Rights Learning, called upon Member States to intensify their efforts to promote human rights learning and education at the local, national and international levels and, to that end, encouraged cooperation at all levels and with all relevant stakeholders. Subsequently, the Assembly considered the matter at its sixty-third and sixty-fourth sessions, adopting resolutions 63/173 and 64/82, respectively.

2. At its sixty-sixth session, the General Assembly considered the report of the Secretary-General on the follow-up to the International Year (A/66/225), which provided information on initiatives carried out up to June 2011 to achieve the objectives of the Year. In its resolution 66/173, the Assembly encouraged Member States to expand on efforts made beyond the Year and to consider devoting the financial and human resources necessary to further design and implement international, regional, national and local long-term human rights learning programmes of action aimed at broad-based and sustained human rights learning at all levels, in coordination with related stakeholders. It called upon the United Nations High Commissioner for Human Rights and the Human Rights Council to support, cooperate and collaborate closely with all relevant stakeholders in efforts to develop, in particular, the design of strategies and programmes of action. The Assembly further requested the Secretary-General to submit to it, at its sixty-eighth session, a report on the implementation of the resolution.

3. In the same resolution, the General Assembly also welcomed the adoption by the Human Rights Council of the United Nations Declaration on Human Rights Education and Training. The Declaration constitutes a new normative reference for the international community.

4. In the present report, the Secretary-General outlines human rights education, training and learning developments and activities from July 2011 to June 2013 that were facilitated by the Office of the United Nations High Commissioner for Human Rights (OHCHR) in follow-up to the International Year, in particular in the context of the World Programme for Human Rights Education.

II. Global coordination of the World Programme for Human Rights Education

5. The World Programme for Human Rights Education was proclaimed by the General Assembly in its resolution 59/113 A as an ongoing global initiative, structured in consecutive phases that were scheduled to begin on 1 January 2005. The first phase (2005-2009) was focused on the integration of human rights education into primary and secondary school systems. The related plan of action (see A/59/525/Rev.1) was adopted by the Assembly in its resolution 59/113 B. The second phase (2010-2014) is focused on human rights education in higher education and on human rights training for teachers and educators, civil servants, law enforcement officials and military personnel. The related plan of action (see A/HRC/15/28) was adopted by the Human Rights Council in its resolution 15/11.

6. Pursuant to resolution 15/11, in June 2012, the United Nations High Commissioner for Human Rights submitted to the Human Rights Council a progress report on the implementation of the second phase of the World Programme (A/HRC/21/20 and Corr.1-2). In that report, the High Commissioner provided an overview of national human rights education initiatives, as reported by Governments and national human rights institutions from 45 countries. She also highlighted activities carried out by OHCHR, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other intergovernmental organizations in support of national efforts. She documented an increasing commitment by Member States to advancing human rights education in all sectors, including in terms of the institutionalization of human rights education and training. She concluded by highlighting the application of sound educational methodologies based on good practice and assessed through continuing evaluation, in addition to regular cooperation, networking and information-sharing among all actors, as key strategies to ensure the effectiveness of educational efforts. Lastly, she encouraged the formulation of national implementation strategies building on needs assessment and including a monitoring and evaluation process, as proposed in the plan of action of the World Programme, in order to maximize the long-term impact of human rights education towards the full realization of human rights.

7. The Human Rights Council considered that progress report at its twenty-first session and adopted resolution 21/14, in which it welcomed the initiatives undertaken by all relevant stakeholders and encouraged States and others to take steps to implement the World Programme. It also requested OHCHR to seek the views of States, national human rights institutions and other relevant stakeholders on the target sectors, focus areas or thematic human rights issues for the third phase of the World Programme and to submit a report thereon to it at its twenty-fourth session. In the first half of 2013, the High Commissioner prepared a report in response to that request (A/HRC/24/24).

8. Since the progress report of June 2012 to the Human Rights Council, OHCHR has continued to promote the two plans of action of the World Programme and to assist Member States in their national-level implementation. A booklet containing the plan of action for the second phase was published in July 2012 and is available in the six official languages of the United Nations. The Office has maintained and further expanded its web pages on the World Programme and related initiatives in English, French and Spanish[1] and has continued to interact with a wide range of actors such as Governments, United Nations entities, other intergovernmental organizations and civil society.

9. Upon the initiative of the Irish Human Rights Commission, OHCHR and the Commission are co-organizing an international conference on human rights education and training for the civil and public service, to be held in Dublin in December 2013. It will showcase and share good practice in human rights training for the civil service and will encourage and support the design and implementation of human rights training for civil servants in accordance with the World Programme. In preparation for the conference, a compendium of existing relevant practices implemented or supported by national human rights institutions is being compiled.

[1] See www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx.

10. OHCHR participates in the International Contact Group on Citizenship and Human Rights Education, which was launched by the Council of Europe to ensure close cooperation among regional and international initiatives in that field, including with regard to the regular sharing of information and the implementation of joint activities. Other members are the Arab League Educational, Cultural and Scientific Organization, the European Commission, the European Union Agency for Fundamental Rights, the Organization of American States, the Office for Democratic Institutions and Human Rights of the Organization for Security and Cooperation in Europe and UNESCO.

III. Tools and resources

11. OHCHR has continued to develop and disseminate selected human rights training and education materials and methodologies based on good practice.[2] Since June 2012, it has published the Arabic, French and Spanish editions of *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*, which is aimed at supporting the rigorous, systematic and continuous evaluation of human rights training activities in order to maximize their impact. OHCHR has also produced, together with two non-governmental organizations, *A Path to Dignity: The Power of Human Rights Education*, a short film (28 minutes) documenting the positive impact of human rights education on people's lives. The film was launched at the twenty-first session of the Human Rights Council, in September 2012, and at the sixty-seventh session of the General Assembly, in December 2012. Lastly, in November 2012, OHCHR published, jointly with UNESCO, *Human Rights Education in Primary and Secondary School Systems: A Self-assessment Guide for Governments*.

12. OHCHR is currently updating *Human Rights Training — A Manual on Human Rights Training Methodology*, published in 2000, and *The Right to Human Rights Education*, published in 1999. The latter is a compilation of provisions on human rights education adopted by Governments in the context of various intergovernmental mechanisms.

13. OHCHR continued to maintain and expand the Resource Collection on Human Rights Education and Training,[3] a specialized section of the OHCHR library in Geneva that gathers more than 3,500 human rights education and training materials from around the world, and the database on human rights education and training, which is aimed at facilitating the sharing of information on learning programmes and educational institutions worldwide.[4] In this context, OHCHR has responded to human rights education queries from governmental and non-governmental entities, including academic institutions, and has provided related reference services and other guidance.

14. OHCHR also maintains an extensive collection of the Universal Declaration of Human Rights in various languages and dialects, all available through its website, and a collection of print and other material pertaining to the Declaration. There are currently translations of the Declaration into more than 400 national and local

[2] OHCHR publications, including relevant electronic versions, are available from www.ohchr.org/EN/PublicationsResources/Pages/Publications.aspx.

[3] The catalogue is available from www.ohchr.org/EN/Issues/Education/Training/Pages/Collection.aspx.

[4] The database is available from http://hre.ohchr.org/hret.

languages and dialects. The collection includes some 400 items, such as printed materials, audiovisual resources and a broad range of commemorative items.[5]

15. In 2012, more than 115,000 printed OHCHR publications were distributed globally, most notably those belonging to the *Fact Sheets Series*, the *Training and Education Materials Series* and the *Rule-of-Law Tools Series*, in addition to *Working with the United Nations Human Rights Programme: A Handbook for Civil Society*. While many of those copies benefited external audiences, they also served as training tools, advocacy and information materials to support the work of the Office worldwide.

IV. International programmes and support[6]

16. OHCHR continued to develop and implement, jointly with the United Nations Institute for Training and Research, the Human Rights Orientation Programme for Diplomats, which aims at enhancing governmental officials' understanding of the United Nations human rights protection system.

17. A focus of OHCHR work has been the strengthening of national capacity for human rights training of military, police and other staff deployed to peacekeeping operations. In 2012, OHCHR reviewed and provided content to the predeployment training course for military staff officers and made progress on updating a training package for military peacekeepers. It updated the human rights predeployment training modules used by trainers from the Department of Peacekeeping Operations of the Secretariat for inductions of newly deployed mission civilian personnel in Brindisi, Italy. OHCHR also coordinated and supported the delivery of human rights training in Department of Peacekeeping Operations courses organized for current and potential senior mission leaders.

18. The Office has continued to strengthen the capacity and skills of United Nations human rights personnel, both of human rights components of peacekeeping missions and of OHCHR headquarters and field presences, through the organization and delivery of training courses on human rights functions or on specific issues, on a regular or ad hoc basis, including on:

(a) Designing, managing and delivering human rights training;

(b) Human rights in humanitarian action;

(c) Human rights monitoring and investigations;

(d) Monitoring economic, social and cultural rights;

(e) Monitoring and investigating conflict-related sexual violence;

(f) The Convention on the Rights of Persons with Disabilities and the Optional Protocol thereto.

19. The Assisting Communities Together project is a joint initiative of OHCHR and the United Nations Development Programme (UNDP) awarding, since 1998, small

[5] On resources pertaining to the Declaration, see www.ohchr.org/EN/Issues/Education/Training/Pages/UDHR.aspx .

[6] For more complete information about activities referred to in the present section, see www2.ohchr.org/english/ohchrreport2012/web_en/index.html.

grants to national and local civil society organizations in support of grass-roots human rights education initiatives in selected countries. In 2011-2012, the grants supported activities countering discrimination. A total of 28 OHCHR and 20 UNDP grants were awarded in Cameroon, Cape Verde, the Central African Republic, Ecuador, Iraq, Kosovo,[7] Mauritania, the Republic of Moldova, Senegal, the former Yugoslav Republic of Macedonia, Togo, Uganda and Uruguay. In 2012-2013, under the eighth phase of the project, OHCHR awarded 17 grants and UNDP 14 grants in Burkina Faso, Cameroon, the Dominican Republic, El Salvador, the Republic of Moldova, the State of Palestine, the Sudan, the former Yugoslav Republic of Macedonia and Tunisia.[8]

20. In 2012, in the context of the OHCHR fellowship programme, a senior indigenous fellow from Canada and a senior minority fellow from Lebanon undertook on-the-job training with the Indigenous Peoples and Minorities Section at OHCHR headquarters in Geneva. Two other indigenous fellows who had already undergone training in Geneva visited OHCHR field presences in Guatemala and the Russian Federation to further increase their knowledge and skills.

21. OHCHR grants, the participation of specialized OHCHR staff and other contributions have supported international human rights education activities organized by other actors.

V. Regional and national programmes and support[6]

22. Human rights education and training are a regular feature of the work of OHCHR field presences and human rights components of peace missions, often in collaboration with relevant sections at OHCHR headquarters.

23. A non-exhaustive list of activities that were conducted in 2012 includes human rights training courses for security forces in Côte d'Ivoire, Guinea, Guinea-Bissau, Qatar, Sierra Leone, Timor-Leste, Togo, Tunisia and Uganda. In Haiti, training-of-trainers sessions were organized to support the police academy in implementing a human rights curriculum for new police officers. In Uganda, OHCHR developed a training manual on human rights, gender-based violence and child protection, which was tested and validated in training sessions with the Ugandan police.

24. Training for prison staff was carried out in the Democratic Republic of the Congo and Uganda. In Cambodia, OHCHR supported the development of a comprehensive training plan for prison staff, which was subsequently approved by the Ministry of the Interior. Training and awareness-raising programmes on human rights in the context of elections were delivered in Guinea, Madagascar and Uganda. OHCHR assisted the European Agency for the Management of Operational Cooperation at the External Borders of the Member States of the European Union in the development of training materials and programmes for European Union border guards on human rights and, in particular, the human rights-based approach to combating and preventing trafficking in persons. In Guinea, OHCHR developed training programmes on human rights in the administration of justice and, in

[7] References to Kosovo shall be understood to be in the context of Security Council resolution 1244 (1999).

[8] The project web pages are available from www.ohchr.org/EN/Issues/Education/Training/ACTProject/Pages/ACTProjectIndex.aspx.

particular, on detention-related issues. In the Democratic Republic of the Congo, training focusing on protection of civilians was provided to United Nations military observers and police officers.

25. OHCHR conducted training for judicial actors in Chile, Côte d'Ivoire, the Democratic Republic of the Congo, the Dominican Republic, Honduras, Mexico, Kyrgyzstan and Somalia, as well as in Darfur. In Bolivia (Plurinational State of) and Peru, training courses and workshops on indigenous peoples' rights were organized for judges and magistrates. In the Republic of Moldova, policymakers and lawmakers received training focusing on the prohibition of discrimination. In the Plurinational State of Bolivia, OHCHR organized a number of workshops on the development of human rights indicators. In Ecuador, public planning officials increased their knowledge of methodologies for the formulation of public policies from a human rights perspective as a result of specialized training facilitated by OHCHR.

26. In Nepal, workshops on monitoring economic, social and cultural rights were organized for local government officials, civil society organizations and community-based groups. Targeted training on the justiciability and national application of economic, social and cultural rights was provided to local actors in West Africa. Workshops on the right to adequate housing were held in Kazakhstan, Papua New Guinea and Serbia.

27. The capacity of 250 teachers belonging to various Colombian educational institutions was strengthened through training sessions on human rights and human rights education. In Timor-Leste, the United Nations human rights presence organized capacity-building training for members of school-based human rights clubs. In Darfur, OHCHR implemented a seminal programme that brought together 180 destitute children in two training sessions to tackle issues relating to human rights abuses.

28. With regard to journalists, OHCHR facilitated human rights training in Côte d'Ivoire and Kenya. In the Democratic Republic of the Congo, OHCHR brought together the members of a newly established network of journalists for human rights and conducted training on human rights and elections in order to efficiently contribute to the inclusion and participation of the most marginalized groups, including women, persons with disabilities and indigenous peoples.

29. In Panama, OHCHR trained members of a national permanent commission established to follow up on recommendations formulated by human rights mechanisms. Training-of-trainers sessions on various methodologies relating to human rights education were organized for staff of the Office of the Ombudsman of Tajikistan. In the Russian Federation, OHCHR organized workshops for national human rights institutions on issues of discrimination on the grounds of ethnicity and religion. A workshop on human rights concepts and principles was held for members of the Human Rights Committee of the Parliament of Uganda. OHCHR contributed to the work of the Senegalese authorities to combat trafficking in persons by facilitating a training session on the human rights-based approach. Training programmes on the rights of persons with disabilities were held for the Southern Darfur Human Rights Commission. In Cameroon, OHCHR provided advice, training and relevant documentation to the National Human Rights Commission. Training sessions on human rights monitoring and reporting were held for members of the first Iraqi Independent High Commission for Human Rights. In Timor-Leste, technical advice and training were provided to government officials and civil

society organizations to strengthen national institutions and promote transitional justice. Workshops on transitional justice were also organized in the Democratic Republic of the Congo to increase victims associations' knowledge of transitional mechanisms, in particular those relating to effective redress for victims.

30. OHCHR provided training for civil society on human rights advocacy in Côte d'Ivoire. Training on human rights monitoring and reporting for civil society and human rights defenders was organized in Azerbaijan, Guinea-Bissau, Cambodia, Kosovo and Papua New Guinea. In Honduras, OHCHR trained 15 civil society organizations representing vulnerable groups, such as indigenous peoples, Afro-descendants, women and lesbian, gay, bisexual and transgender persons. The training effort focused on strategic litigation in order to improve knowledge of national, regional and international human rights protection systems. In Nicaragua, OHCHR trained 38 indigenous women from 18 diverse ethnic groups on the use of international mechanisms. In Haiti, OHCHR supported, also through training on protection issues, the integration of internally displaced persons and, in particular, the involvement of women's groups in the management of camps for internally displaced persons and the drawing up of protection strategies in their areas of residence. Through training, OHCHR enhanced knowledge of sexual and gender-based violence among 146 traditional leaders from Sierra Leone. In Cameroon, training sessions on gender and participation in public life were held.

31. With regard to the United Nations human rights mechanisms, workshops on the universal periodic review process were organized in a number of regions, including the Middle East, and in a range of countries, including Argentina, Azerbaijan, Burundi, Chad, Honduras, Myanmar, the Niger, Panama, Peru, Rwanda, Somalia, Tonga, Tunisia, Tuvalu and Venezuela (Bolivarian Republic of). In Côte d'Ivoire, OHCHR training sessions increased civil servants' knowledge of treaty body reporting and the implementation of related recommendations, as well as of the recommendations made in the context of the universal periodic review and of the African regional human rights systems. OHCHR also conducted training on reporting and the implementation of recommendations of United Nations treaty bodies in numerous countries, including Chad, Ecuador, Paraguay, Sierra Leone and the former Yugoslav Republic of Macedonia. OHCHR organized training courses for some 150 representatives of Bolivian civil society organizations on the Convention on the Rights of Persons with Disabilities. OHCHR also conducted training sessions in Peru on the International Convention for the Protection of All Persons from Enforced Disappearance. OHCHR provided training to Kyrgyz governmental bodies on the guidelines with regard to the reporting process in the context of the Convention on the Elimination of All Forms of Discrimination against Women. In Swaziland, OHCHR held a three-day training workshop on reporting under the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights. Training relating to the reporting process for the latter was also organized for the Government of Tunisia. In the State of Palestine, OHCHR conducted workshops for non-governmental organizations on the submission of communications to the special procedures of the Human Rights Council.

32. In Brazil, OHCHR provided technical assistance to the United Nations country team through training on human rights instruments. In Ecuador, OHCHR organized a workshop for United Nations agencies to increase their knowledge and understanding of the right to prior consultation of indigenous peoples.

VI. Conclusions

33. **As detailed in the 2012 progress report on the implementation of the World Programme, OHCHR is witnessing growing interest and involvement in human rights education, training and learning by all actors: governmental bodies, national human rights institutions, civil society actors and intergovernmental organizations. United Nations initiatives, such as the International Year of Human Rights Learning, the World Programme for Human Rights Education and the United Nations Declaration on Human Rights Education and Training, represent the commitment to human rights education by Governments at the international level and the consensus of the international community on the key contribution of effective human rights education, training and learning to the realization of human rights.**